

UOK?



Workshop 6: Diversity & Inclusion



U OK?

U OK? is a series of workshops, co-produced with students. They aim to support student mental health through the transition out of statutory education, into higher education, the world of work and training.

Each workshop is delivered by two student facilitators, Mental Health Ambassadors.



DIVERSITY & INCLUSION WORKSHOP

The purpose of this workshop is to explore the unique challenges faced by individuals from diverse backgrounds and learn effective strategies to promote good mental health in an inclusive setting. Attendees will gain valuable insights into understanding the impact of various identities, experiences, and cultural contexts on mental health and wellbeing.

This workshop is here to help you and your peers feel confident having difficult but important conversations to create a community that is inclusive of all cultures, identities and experiences.



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Session Plan

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OPTIONAL

Alternative Icebreakers

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USING THE SESSION PLAN



Timings:

We give you an indicative timing for each activity. You might find this needs adjusting slightly as you prepare. We suggest an optional task that you can run if you have time. If you don't have time, skip the optional task and move on to Reflection & Close.

How to do it:

The instructions for each activity are split into steps, which you should either: DO (handing things out, putting up slides), SAY (the key messages and instructions for the activity) or ASK (prompt questions to extend the discussion or gauge understanding).



Discussion based activity



Activity



Break

Notes and troubleshooting:

We provide extra information that may be helpful when you're running the activity, such as adaptations you could make, considerations about managing the class, or key preparations for the lesson.

Read the lesson plan in advance:

As part of your preparation, you should read the lesson plan in full.

You'll need to decide with your co-Mental Health Ambassador who will deliver each section of the lesson.

It's not a script:

The session plan provides sentence examples, but it's not a word-for-word script that you can simply read out. It may be helpful to make key notes about what you're going to say but avoid writing full sentences.

Try and practice beforehand so you feel more confident and less likely to read from the page.



OVERVIEW



Workshop aims:

- ✓ To explore the importance of wellbeing and self-care in the context of diversity and inclusion
- ✓ To learn techniques to have difficult conversations about diversity and inclusion with peers
- ✓ To explore strategies for promoting mental well-being and fostering a supportive campus environment
- ✓ To empower students with resources and tools to enhance their own mental health and support others

Resources you will need:

In Person:

- ✓ Flipchart paper
- ✓ Pens and paper
- ✓ Signposting resource
- ✓ Sticky notes
- ✓ Tape or adhesive putty

Online:

- ✓ Jamboard
- ✓ Signposting resource

Preparation Checklist

- ✓ Meet with co-facilitator(s) and decide who will run each section
- ✓ Check you can access all resource materials
- ✓ Make sure you have the Zoom link for the call (if delivering online)
- ✓ Read the session in full



TIMETABLE



Workshop Duration: 2 hours

<p>Introduction</p> <ul style="list-style-type: none"> • Icebreaker • Welcome • Ground rules • Context of workshop theme 	<p>20 mins</p>
<p>Understanding Mental health in Varied Communities</p> <ul style="list-style-type: none"> • Mental Health Mosaic • Discussion 	<p>40 mins</p>
<p>Break</p> <p>Difficult Conversations OPTIONAL</p> <ul style="list-style-type: none"> • Scenario Activity • Advocate for others 	<p>10 mins</p> <p>40 mins</p>
<p>Reflection and Close</p>	<p>10 mins</p>



INTRODUCTION

Welcome

2 minutes

HOW TO DO IT

SAY:

"Before we get started, we are going to do a one-minute stretch to refresh our bodies. Use the space you have available and follow the instructions in a way that works for your body.

DO:

Start by moving your neck side to side, Roll shoulders backwards and forwards, stretch arms to the side and on top of your head, twist your body from left to right, stretch out your legs if you have space and wiggle your toes"

Explain:

- Mental health is something we all have, and we all have pressures that impact it in different ways. Some of these pressures increase or change when we transition from further education to higher education, employment or training. This workshop aims to explore what some of these pressures are, and what we can do about them.



INTRODUCTION

Ice-breaker

5 minutes

HOW TO DO IT

DO:

Have everyone stand in a circle. Tell them you will begin to say statements and they need to step into the circle if they agree with the statement.

e.g. I got the train to be here today, I have lived in a different country, I have never had a pet, I play a team sport, I have been on a plane in the last 4 weeks, I have my driver's license, I can speak another language

When everyone feels relaxed and ready to begin, tell the group to take their seats.

ONLINE:

Ask the group to use the raise hand emoji to indicate that they agree with the statement.

VARIATIONS:

Feel free to swap the icebreaker out for one of your own or use one of the alternatives on page 18



INTRODUCTION

Ground rules

5 minutes

HOW TO DO IT

SAY:

We understand that this can be a sensitive topic to talk about. Together we will create a list of ground rules."

ASK:

Ask everyone to share rules that would help them feel safe, supported and get the most out of the session. Examples include;

- Treating each other with respect
- Not interrupting
- No inappropriate language

DO:

Add "be aware of triggers" if not mentioned by participants and explain:

- That talking about mental health can be very personal and sensitive
- That you want everyone to feel free and open to share, but they should consider how it might make others in the group feel.
- If it could be triggering but it is something they would like or feel like they need support with, they should message one of the MHAs who will be able to signpost them to the appropriate person or organisation.

VARIATIONS:

You can create this list by asking people to call out, or anonymously using post-it notes or online using the jamboard



INTRODUCTION

Context of the workshop theme

8 minutes

HOW TO DO IT

ASK:

- What do we mean by diversity and inclusion?
- How do you think they impact our mental health?
- Why do you think we're talking about this today?

DO:

Lead a discussion using the above questions.

You may need to define some language.

Protected characteristic:

Protected characteristics are personal characteristics that are protected by law against discrimination. They are outlined in the Equality Act 2010.

There are 9 protected characteristics:

1. age
2. gender reassignment
3. being married or in a civil partnership
4. being pregnant or on maternity leave
5. disability
6. race including colour, nationality, ethnic or national origin
7. religion or belief
8. sex
9. sexual orientation

Social identity marker:

Social identity refers to a person's membership in a social group. It is different from a protected characteristic as it is not defined legally.

SAY:

- It is important to talk about this topic in relation to our mental health because the way we are perceived and treated in society can have negative impacts on our mental health.
- Society is a melting pot for people from different cultures and with different lived experiences. It is important we consider how our actions are perceived, how we treat others and how we can support each other in collective spaces.

Understanding Mental health in Varied Communities



Understanding Mental health in Varied Communities

Mental Health Mosaic Activity

20 minutes

HOW TO DO IT

DO:

Set up the room with large sheets of paper or poster boards posted on the walls. Each sheet represents a "mental health mosaic."

Write the following headlines on one paper each:

Race
Gender
Sexual Orientation
Religion or belief
Age
Ability
Socioeconomic status

Before you begin, make sure everyone understands each social identity marker.

- Divide participants into small groups and provide them with markers or colored pencils.
- Explain that each group will be assigned a specific social identity marker and will explore how it intersects with mental health.
- Provide each group with sticky notes or small pieces of paper.

ASK:

Assign each group one poster and ask them to discuss the following:

- How might this social identity marker influence mental health experiences?
- What unique challenges or strengths might individuals face in relation to mental health at university?
- Are there specific cultural or societal factors that impact mental health within this protected characteristic?
- Ask each group to write down key points, insights, or examples related to their assigned protected characteristic and mental health on sticky notes or paper. Encourage them to be creative with their display and use colors, drawings, or symbols.

Understanding Mental health in Varied Communities



DO:

Once you feel the group has a firm understanding of intersectionality, ask them to look at the posters in relation to each other. For example, how would someone's race and sexuality impact their mental health?

Using sticky notes, encourage the group to write down any new ideas about the unique barriers and strengths to intersectional identities in relation to mental health and start to overlap the posters.

VARIATION:

If delivering online, use a jamboard for this activity.



Understanding Mental health in Varied Communities

Discussion

10 minutes

HOW TO DO IT

DO:

Lead a discussion by asking the following questions:

- What common themes or patterns emerge from the mental health mosaics?
- Did you learn anything new in your discussions?
- What are some implications of these intersections for creating inclusive mental health support systems?
- What actions can individuals and the university take to promote mental well-being in diverse communities?

Encourage participants to reflect on the activity and share their thoughts and experiences. Facilitate an open dialogue where participants can discuss personal insights or ask questions.

Conclude the activity by summarising key takeaways and emphasising the importance of addressing the intersectionality of mental health and diversity to create inclusive and supportive environments.



BREAK
10 minutes



DIFFICULT CONVERSATIONS
Scenario Activity
30 minutes

OPTIONAL

HOW TO DO IT

RESOURCE: Scenario Resource

SAY:

We will explore how to have difficult conversations with peers over topics related to diversity and inclusion. The purpose of this activity is for you to feel comfortable starting conversations that tend to feel awkward. Often, we don't want to say we're uncomfortable because we're worried about what others might think. It's important to show others you care about their needs and stand up for others when you see behavior that you don't agree with.

DO:

- Split the group into pairs or smaller groups
- Hand out the scenario sheet and ask them to read the scenarios (you could nominate someone to read it out loud)
- Ask the groups to discuss and answer the questions asked in the worksheets
- Bring the group back together and ask them to share what they discussed

ASK:

- What scenario did you find the most challenging and why?
- Can you draw from any personal experience of similar conversations?

DO:

Get the group to sit or stand in a circle. Tell them that you will now go around the circle and take it in terms of saying one thing you can say to someone to show them you are supportive. Continue until you run out of points.

ONLINE VARIATION:

If delivering online, you can use breakout rooms to split the group up.



REFLECTION & CLOSE

Reflection

10 minutes

HOW TO DO IT

DO:

Clear space in the room so that there is enough space for students to walk from one side to the other

ASK:

The group to stand in a line and tell them that you will be reading out some statements. One side of the room will be strongly agree and the other will be strongly disagree.

Statements:

- I would tell someone if I thought they said something inappropriate
- I think our institution is inclusive of all social identity characteristics
- I think there's more I can do to be more inclusive of everyone in my institution
- I feel more confident to support my peers with their mental health when it comes to diversity and inclusion
- I can think of one person I could ask for support with my mental health
- I know where to send someone else if they asked for support with their mental health



REFLECTION & CLOSE

Close

2 minutes

HOW TO DO IT

RESOURCE: Tips and Signposting Handout

DO:

Share the link to the Tips and Signposting Handout and explain that it covers some of the topics we have looked at in the session, and signposts for more information and resources.

The link to the feedback survey and a QR code to access it are on the following page.



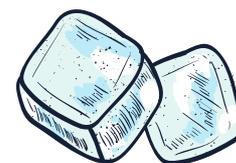
DO:

Share the link to the feedback sheet and ask everyone to complete it. The more feedback we have the more we are able to evidence the use and impact of workshops like these, and encourage more institutions to run them. Ask the group to complete the feedback survey before leaving the session.

Feedback is vital to the success and expansion of this project.

<https://linktr.ee/mhfuok?>





ALTERNATIVE ICEBREAKERS

There are suggested icebreakers for each workshop, feel free to swap these out with one of your own, or one of the ideas on this page.

You can add icebreakers into the session to boost energy, after the break can be a good time for this.

High to low

Ask the group organise themselves in order, start off with quick easy ones like height or birthday and then move onto some that involve more conversation, you could even theme them for the workshop you are running.

E.g. for the Academic Pressure Workshop, ask if they thrive under pressure, or prefer more time and preparation to complete an assignment. Ask them to place themselves in order from Less Pressure to Most Pressure.

Desert island

Ask the group what three items you would bring on a deserted island. Then ask them which three items they would bring on an Island paradise. Are they similar or drastically different?

Word Association

Ask everyone in the group to say the first thing that comes to mind when asked the word "health" and again with "wellbeing". Can start off with a less obvious word to encourage creativity e.g. "Tasty"

Visualisation

- If your day/ week was a film/ book/ song, which would it be and why?
- If you or your day/week/life were an animal/ character/ condiment/ meal etc, what would you be and why?

Lucky dip

Everyone in the group has to write out a random word, they then muddle the words up and pick one out at random. They then have to speak about this topic for 30 seconds to one minute. Can be used to represent how social situations might make it difficult for someone to communicate.



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